

Building Self-Efficacy and Academic Achievement in Middle and High Schools

Why go this route?

To...

- Increase your school's on-time grade promotion and graduation rates.
- Increase levels of teacher satisfaction and faculty retention rates.
- Improve student performance on standardized tests.
- Help students make meaningful gains in overall academic achievement.
- Instill in students a strong sense of self-efficacy.
- Help students develop effective habits for their social, academic, and workplace interactions.
- Help your students become valuable, self-reflecting citizens.

You'll know you've arrived when...

- Student conflicts decrease in frequency and are handled in a civil and efficient manner when they do arise.
- Students take ownership of their learning as an integral part of their larger life goals.
- Students actively contribute to the design of their academic projects and develop a professional attitude towards their schoolwork.
- Staff report high levels of job satisfaction.
- Parents are actively involved in your school's culture.
- All students are making measurable academic progress.

Construction Zone

This packet is for use by the building principal and other school leaders in middle schools and high schools that serve student populations that could benefit from enhanced perceptions of self-efficacy.



It's about TIME

- Professional development for staff in year 1 and year 2 (9 days)
- Monthly coaching visits
- Ongoing professional learning opportunities for staff to develop and hone instructional practices (bi-weekly meetings)
- Time to administer personality, perception, and academic assessments
- Integration of Tri-Cs Model (TCM) throughout all components of the school day, including classroom lessons and all social and academic interactions
- Time commitment of school personnel to include coordination of meetings, running copies of relevant articles / research materials, etc.




Potential COSTS

- Cost of trainings, materials, and coaching for staff and parents (\$5000)
- Assessment materials and analysis of results for students, staff, and parents
- Shirts for school uniforms

Sample total for school of 250 students:
\$64,078.96

The Process

*A step-by-step guide
to building and implementing
the Self-Efficacy and Academic
Achievement in Middle
and High Schools Program*

NOTE: Steps marked with a 
are accompanied by one or more
inserts, included in this packet.

- 1** After reviewing the Tri-Cs model (see INSERT for Step 1), as it has been implemented at Bay-Arenac Community High School and other schools in Michigan, your school's leadership team must commit to the model and time commitments.
 - 2** Identify a member of the leadership team to lead the program. Your program leader will then set dates for the staff and parent training sessions in the Process Communications Model (PCM) and will hire consultants to conduct these sessions.
 - 3** Your school's leadership team will select a Conflict Resolution Facilitator (CRF). The CRF will receive training in conflict resolution and then oversee the implementation of the conflict resolution model at your school.
 - 4** Staff and parents are instructed at the training sessions in PCM. Assessments are administered to staff and parents at these sessions. They are guided through an analysis of the results and how this information can be used in practical ways to improve student performance in school, work, and home environments.
 - 5** Staff and students are trained in conflict resolution by the CRF through interactive sessions during the regular school day.
 - 6** Schools administer Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP®) academic assessments to students to establish baseline levels of academic performance. See INSERT for Step 6.
 - 7** Schools administer PCFI© assessments to gather information on student personality type. See INSERT for Step 6.
 - 8** Staff implements the PCM instructional model.
 - 9** At the same time schools begin to implement the PCM instructional model, the staff will work to create a "Corporate and College School Culture". See INSERT for Step 9.
 - 10** As the school year progresses, the school will administer the PCFI© midyear to gauge changes in student perceptions of self-efficacy.
 - 11** At the end of the school year schools administer the MAP®, PCFI©, and any other school-specific assessments to gauge academic progress and changes in perceptions of self-efficacy.
 - 12** Data from the assessments are used to evaluate and make changes to student instruction.
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Getting more mileage by building self-efficacy and academic achievement in middle and high schools

Building self-efficacy in students benefits your school in regard to the following initiatives:

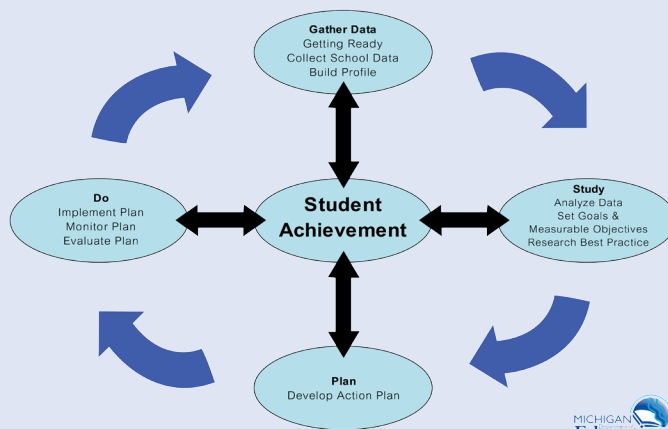
Elementary and Secondary Education Act (ESEA)

- *Process Communication Model* awareness provides students with tools and skills to handle stress and pressure in a myriad of situations. These individual coping skills allow students to increase overall academic and social performance over their high school careers.
- *Conflict Resolution* training provides students an avenue for dispute resolution at the moment of a conflict's onset.
- Setting the stage with a *Corporate & College School Culture* provides students with a daily mindset that school is one's most important job. This paradigm fosters a positive environment and paves a clear path of expectations for academic achievement, graduation and college readiness.

State Accreditation System

- When students feel their environment is one of physical and emotional security, they come to see themselves as exerting control over their goals and experiences which ultimately leads to greater academic and vocational success. This improves the performance measures of engagement, instructional quality, learning opportunities, and student results as reported in the State Accreditation System.

Michigan Continuous School Improvement Process (Mi-CSI) Michigan School Improvement Framework



This tool will assist the school improvement team in the analysis of data to determine success when students exert control over their goals and learning experiences.

Resources

Books, Articles, Websites

Process Communication Model Resources:

Here's How To Reach Me

Judith Pauley, Dianne Bradley, and Joseph Pauley. New York: Brookes Publishing Company, 2001.

Failure is Not an Option

Alan M. Blankstein. Thousand Oaks, CA: Corwin Press, 2009.

Effective Classroom Management:

Six Keys to Success

Judith Pauley, Dianne Bradley, and Joseph Pauley. Rowman and Littlefield Education, 2006.

Communication: The Key to Effective Leadership.

Judith Ann Pauley and Joseph P. Pauley. Milwaukee, WI: Quality Press, 2009.

College and Corporate Culture:

Bay Arenac Community High School

Superintendent
909-893-8811 ext. 21

Charter Public Schools Office Michigan Department of Education

517-373-4631
http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40088--,00.html

Michigan Association of Public School Academies

<http://www.charterschools.org/>

National Charter Schools Institute

<http://www.nationalcharterschools.org/>

Prairie View Process Solutions

<http://www.pv-psg.org/>

Northwest Evaluation Association

<http://www.nwea.org/>

People

For more information, contact:

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Office of Assessment and Accountability
517-373-0048

Office of Early Childhood and Family Services
517-241-3592

Office of Field Services
517-373-3921

Office of Professional Preparation and Teacher Certification
517-373-6505

Office of Special Education and Early Intervention Services
517-373-9433

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